

14th Annual Information Literacy Summit

Revising, Refreshing, Reframing Our Practice: Information Literacy, Threshold Concepts, and the New ACRL Framework

[Conference Booklet](#)

Keynote: What's the Big Idea?

Incorporating Threshold Concepts into Your Teaching Practice -- [Handout](#) -- [Video of Keynote](#)

Amy Hofer, Reference and Instruction Librarian at Portland State University

Silvia Lu, Reference and Social Media Librarian at LaGuardia Community College, CUNY

Lori Townsend, Learning Services Coordinator, University of New Mexico

Takeaway: Information Literacy stands on its own in context of larger disciplines.
IL is complementary to what instructors teach.

Resources:

- Brunetti, K, Hofer, A.R., Lu, S. & Townsend, L. Threshold concepts & information literacy. <http://www.ilthresholdconcepts.com/>
- Cook, J.M. 2014. A library credit course and student success rates. *College and Research Libraries*, 75(3), 272-283. <http://crl.acrl.org/content/75/3/272.abstract>

Jessica's Notes:

Silvia Lu of LaGuardia Community College - Students move critically, cautiously, and confidently through the information landscape in this way. Example – teaching **FORMAT** (threshold – Information Creation is a process.) Students who understand why a bit of information was created and how it is used will become more intentional in matching resources with their information needs.

Assessment Idea for One-Shot Sessions – Demographics (grade, course...), 3 skills-based questions, multiple choice, such as “Which one is best Boolean phrase? Which one is the journal title?”, obviously matching what the identified outcomes of the class

Questions Raised by Presenters:

- Is it the library's sole responsibility to teach information literacy?
- Is the best option to develop IL course and push for it in curriculum?
- Do we educate faculty about IL but keep in balance by not educating them anymore than they teach us about their discipline?

- Do we mix 15-20 minutes of IL instruction with 15-20 minutes of bibliographic instruction?

Eric's Notes:

The keynote was shared by three librarians with a focus on a list of thresholds developed through a Delphi study: <http://www.ilthresholdconcepts.com/>. This is a little different from the actual ACRL Information Literacy Framework "Frames" but very similar in concept and nature. The presentation itself was in five parts: 1: Thresholds, 2: Rules of the Game, 3: Engagement with Thresholds, 4: Program, and 5: Shift toward Conceptual Thinking.

Highlights from keynote:

- Some students 'can just pick up' basic information literacy skills, many cannot, especially from diverse backgrounds.
- Cool learning activities: Have students search in Google, discuss results; then search in Academic Search Premier, discuss what is different.
- "Thresholds do not change instruction so much" in actual structure of each class, but does impact learning objectives and broader mapping
- Point: "I do not think thresholds can be taught in one-shots." However, panelists differed on best way to teach thresholds beyond this method.

Threshold concept	High school	Lower division	Upper Division	Graduate
Authority	<ul style="list-style-type: none"> • Tool selection • Encourage skepticism: who wrote the source, what organization, etc • Basic web evaluation 	<ul style="list-style-type: none"> • Establishing credibility (authority: it's fluid, contextual, cultural, subject to social, political influences) • Web evaluation • Scholarly vs. popular 	<ul style="list-style-type: none"> • Nature of scholarly sources & peer review • Filter bubble • Literature review (basic & purpose) 	<ul style="list-style-type: none"> • Building knowledge about individual sources of expertise in discipline • Filter bubble • Disciplinary models for establishing authority
Format	<ul style="list-style-type: none"> • Tool selection 	<ul style="list-style-type: none"> • Scholarly vs. popular • Information formats (basic) • Web evaluation 	<ul style="list-style-type: none"> • Nature of scholarly sources & peer review • Primary sources & information formats in the discipline • Original/primary research (finding and designing) • Advanced web evaluation 	<ul style="list-style-type: none"> • Original/primary research (finding, designing and conducting) • Using and finding primary sources and evidence in the discipline
Information commonalities	<ul style="list-style-type: none"> • Introduction to citation/plagiarism • Using social media wisely 	<ul style="list-style-type: none"> • Citation basics & plagiarism • Copyright basics - existence of copyright law and the concept of fair use • Library's role 	<ul style="list-style-type: none"> • Copyright as students (for use, creative commons, disciplinary stuff like image rights) • Filter bubble • Knowledge commons 	<ul style="list-style-type: none"> • Open access • Copyright as professionals, in the context of publishing, presenting, selling • Filter bubble • Choosing journals for publishing
Information structures	<ul style="list-style-type: none"> • Specific databases, multidisciplinary resources available to H&L residents or free online • Boolean, truncation, wildcard • Keywords 	<ul style="list-style-type: none"> • "Phantom databases" and multidisciplinary databases • Boolean, truncation, wildcard • Keywords • Advanced Googling 	<ul style="list-style-type: none"> • Disciplinary databases • Google Scholar • Citation management 	<ul style="list-style-type: none"> • Citation chaining (backwards and forwards through references, Web of Science, Google Scholar) • Advanced Google Scholar • Advanced citation/knowledge management • Data management & issues in data
Research process	<ul style="list-style-type: none"> • Relevance of sources to task • Research is a thing - evidence comes from research 	<ul style="list-style-type: none"> • Research solves problems and answers questions • Filling gaps in personal knowledge 	<ul style="list-style-type: none"> • Asking meaningful questions (not just original) • Understanding how questions get answered in a discipline 	<ul style="list-style-type: none"> • Asking original questions • Identifying gaps in disciplinary knowledge and how they can be filled • Using and finding primary sources and evidence in the discipline • Literature review (purpose and writing of)

This photo from the keynote shows a mapping exercise used to connect the Threshold Concepts to information literacy learning objectives across the curriculum. See 56:00 of the video for details.

Breakout Session: Facilitating Metacognition with a “flipped” instructional strategy --

[Handout](#) -- [Powerpoint](#)

Terry Huttenlock, Wheaton College (Guide on the Side speaker)

Takeaway: The flipped approach is one way to get MORE TIME.

Resource:

- Vanderbilt University, Center for Teaching,
<http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>
- [Classroom critical incident questionnaire](#)

Jessica's Notes:

Benefits of flipped approach:

- Allows for a self-directed, self-paced, self-discovery atmosphere prior to classroom instruction
- Permits tailored, in-person session to fit students' needs
- Makes the session more relevant and authentic
- Accommodates instructor guidance, rather than prescription
- Extends the 50-minute one-shot

Example flipped activity:

Guide on the Side with worksheet – As students search, Web of Science, for example, they can be directed to fill in worksheet at stop points built into Guide.

Assessment Idea:

Critical Incident Questionnaire (Brookfield)

http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Critical_Incident_Questionnaire_files/CIQ.pdf

Eric's Notes

Presenter **defined metacognition** as “...deliberate, planful, intentional, goal-directed, future-oriented mental behavior that can be used to accomplish cognitive tasks (Flavell, 1979).” and **flipped classroom** as a “reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.” Presenter in the past gave a “advanced organizer” assignment after class session for BIO-252: Explore Web of Science, then switched to flipped model by placing it into Guide on the Side guided assignment

Breakout Session: Collaborating with Faculty to Reframe Information Literacy via Evidence-Based Practice

Susan Franzen, Illinois Central College

Colleen Bannon, Heartland Community College

Takeaway: There are many correlations between information literacy (standards, thresholds) and evidence-based practice in the health sciences.

Jessica's Notes: Evidence-Based Practice (EBP) involves the combination of best evidence, clinical expertise, and patient values.

PICO questions involve the patient, an intervention, a comparison, and an outcome.

EBP, PICO	ACRL Standards	ACRL's Framework
Assess	Standard 1 – "...determines the nature and extent of the information needed."	Research as Inquiry
Ask	Standard 1 – "...determines the nature and extent of the information needed."	Research as Inquiry
Acquire	Standard 2 – "...accesses needed information effectively and efficiently."	Searching is Strategic Exploration
Appraise	Standard 3 – "...evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system." Standard 5 – "...understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses the information ethically and legally."	Information Creation is a Process Authority is Constructed and Contextual Scholarship is a Conversation Information has Value
Apply	Standard 4 – "...uses information effectively to accomplish a purpose."	Information has Value Research as Inquiry Scholarship is a Conversation

Breakout Session: Don't Flip Out, Just Flip Your Classroom: Upholding Threshold Concepts by Revising Pedagogical Practices Commonly Used in Library Information Literacy Sessions -- [Handout](#)

Ladislava Khailova, Northern Illinois University

- Khanacademy.org as prime example

Takeaway: The flipped model can be an effective tool for library instruction and applying the ACRL Framework. However, recognize both its advantages and challenges.

Resources:

- The Flipped Classroom: Not Another Lecture After Lunch
 - <http://www.slideshare.net/trainingindustry/workshop-36252935>
- PRIMO (Academic Library Videos vetted by ACRL...some are dated)
 - <http://primodb.org/>
- ANTS
 - <http://www.screencast.com/users/ants>

Eric's Notes:

NIU "flipped" UNIV 105: Introduction to Library and Information Research course. Before each class students watched recorded lectures on aspects of information literacy, and in class completed various project-based learning tasks, such as a treasure hunt. Presenter recommended utilizing free video resources such as ACRL's PRIMO and ANTS. The Flipped model helps librarians move to role of coach in the classroom.

Breakout Session: The Problem with "Teaching the Library" to First Years and How Metacognition Can Help

Karen Diaz and Beth Black, Ohio State University -- [Presentation](#)

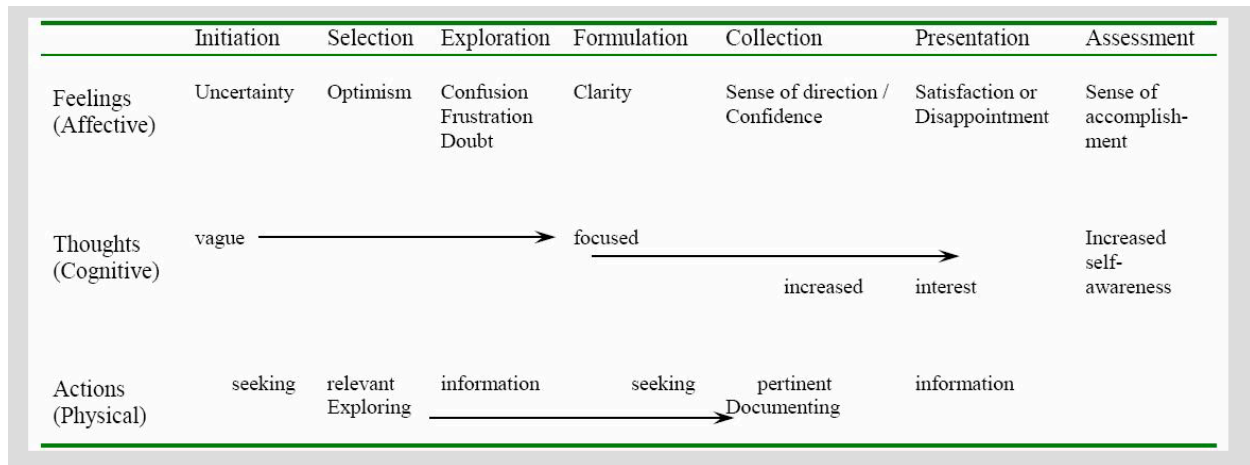
Takeaway: Metacognition (or 'self-reflection' as the presenters often referred to it) is an effective tool for first year library orientation. First year instruction can be broadened to outcomes such as "Students can explain their own attitudes, learning, and perceptions about coming to college and consider their behavior in regards to academic life and work."

Resources:

- <http://liblearn.osu.edu/review/>
- <http://liblearn.osu.edu/review/library-test.html>

Eric's Notes:

Great chart on 'wholist' chart of the information search process.



New first year library assignment at Ohio State University incorporating lots of self-reflection, using the “reflective judgement model” trying to get at 18 year old mindset. Library pulled together set of videos on students learning lessons on first year college / life skills. Cool videos! Presenters did note that it does **not** work with transfers and had to be retooled for that audience. Results were fair yet promising. At OSU only 47% of first years were reached. Yikes!

Breakout Session: Digging into the Frames:

An Exploration of Context and Conversation

Miriam Matteson and Omer Farooq, Kent State University

Takeaway: The two ACRL frames, Authority is Constructed and Contextual and Scholarship is a Conversation, build on the old standards and allow for many meaningful instructional activities.

Resource:

- King, P.M. & Kitchener, K.S. (2004). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. *Educational Psychologist*, 39(1), 5-18.

Jessica's Notes:

Authority is Constructed and Contextual – authority is contextual by domain and discipline, it is constructed over time, experts in fields can become skeptics of information and try to validate bias, King and Kitchener believe that students enter college as a #4 on the reflective judgment model (quasi-reflective, knowledge is uncertain and specific to situations, ex: “The pyramids – we’ll never know because who can we ask? No one was there.”)

Scholarship is a Conversation – meaning is negotiated through diverse perspectives, it is discipline specific, can be formal/informal/literal/figurative, social media disperses information sources – consider paradigm shifts, discipline perspective can change, value of participation in information channels

Instruction Activities:

- Facebook examination – Explore one week’s worth of news posts on Facebook. Evaluate sources for credibility but also examine and learn more about those sharing the news posts.
- Clue game – Use three decks of cards: information, format, person. Shuffle each and evaluate. For example, evaluate the authority of relationship between stress and cardiac science (information card), peer reviewed journal (format card), Harvard psychologist (person card).
- Map the Authorities - Begin with a landmark study or noted expert in a discipline. Students map experts based on those who have cited the landmark study, etc. Most databases have a “Times Cited in this Database” feature.
- Boy Who Cried Wolf - Search the articles on BuzzFeed, for example, and try to find the “wolf” or authoritative source amongst all the unauthoritative ones. Explain.
- Party Metaphor - Entering a Conversation - Examine tactics, skills, strategies, and tricks to entering a conversation at a party. Compare to entering the scholarly conversation.

Breakout Session: Becoming USERS of Threshold Concepts:

Reframing information literacy instruction

Amanda Nichols Hess, Oakland University -- [Handout](#)

Resources:

- <https://sites.google.com/a/oakland.edu/2015-il-summit-becoming-users-of-threshold-concepts/>
- Booth, C. (2011). *Reflective teaching, effective learning: Instructional literacy for library educators*. (Reflective Teaching, Effective Learning.) Chicago: American Library Association. <http://www.worldcat.org/oclc/729952232>

Takeaway: USER Model: 1. Understand 2. Structure 3. Engage 4. Reflect to learn and apply threshold concepts.